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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Nahant Public Schools**  **MCR Onsite Dates:** **04/07/2014**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that when a student is suspected of having a specific learning disability (SLD), the IEP Team chairperson does not consistently ensure that all Team members sign the written determination as to whether or not the student has a specific learning disability. |
| **Department Order of Corrective Action:** |
| Please review the Department's guidance on SLD determination at http://www.doe.mass.edu/sped/iep/sld/default.html prior to developing the corrective action.  Please provide training to IEP Team chairpersons and other relevant special education staff members regarding completion of the required Specific Learning Disability Team Determination of Eligibility (mandated form 28M/10).  Please develop an internal system of periodic review for evidence that IEP Teams are appropriately completing SLD Team Determinations of Eligibility and identify the person(s) responsible by name and title for this internal monitoring.  Conduct a record review for a minimum of five students with SLD eligibility determinations conducted after all corrective actions have been implemented, including a sample of out-of-district students, for evidence that all IEP Team members signed the written determination for specific learning disability.  **Please note that when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s).** |

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| **Required Elements of Progress Reports:** | | | |
| Submit evidence of staff training, including an agenda, training materials, and signed attendance sheets, indicating name and role of staff by **September 26, 2014**.  Submit a description of the oversight system for monitoring that all Team members sign the SLD Team Determinations of Eligibility, including the date of the system's implementation and the staff responsible for the oversight by **September 26, 2014**.  Please submit the results of the administrative review of student records. Indicate the number of records reviewed, the number found to be compliant, and an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the school to address any identified noncompliance. Please submit these results by **January 23, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 09/26/2014 | 01/23/2015 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that whenever an evaluation shows that a student has a disability on the autism spectrum (ASD), IEP Teams consider and specifically address the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.  Record review demonstrated that IEP Teams use a checklist to document their considerations of these required areas when developing IEPs for ASD students. The checklist is included with the Team meeting summary notes for parents and also maintained in the student record. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that IEP Teams consistently obtain written parent agreement to excuse required Team members. Record review also demonstrated that excused required Team members provide written input prior to the meeting. This information is also noted in Team meeting summary notes. Staff interviews indicated that the district and parent agree in writing when excusing Team members who are not necessary because their area of the curriculum or services is not being modified or discussed. |

| **SE Criterion # 16 - Screening** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the district completes screenings of 3-5 year old children on an as-needed basis. Document review demonstrated that the district sends notification letters to all parents and guardians of 3-5 year olds, informing them to contact the district to schedule a screening. Additionally, the district sends Child Find letters to local agencies, and screening is discussed during the Kindergarten Information Overview sessions, conducted by the district every spring. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, document review, and staff interviews indicated that when the IEP Team evaluation shows that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. For students identified with a disability on the autism spectrum, the IEP Team considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that Notices of Proposed School District Action (N1) do not consistently explain why the district has proposed or refused to take action, including any other options that the district considered and the reasons why those options were rejected, or a description of the evaluation procedures, tests, records, or reports used as the basis for the school district's decisions. | | | |
| **Department Order of Corrective Action:** | | | |
| Please provide training to appropriate special education staff regarding the completion of the required written notice to parent(s) to document the proposal or refusal to initiate or change the identification, evaluation, or educational placement of students.  Please develop an internal system of periodic review for evidence that special education staff appropriately complete written notices and identify the person(s) responsible by name and title for this internal monitoring.  Conduct an internal administrative review of a sample of at least 10 student records whose Team meetings were held following implementation of all corrective actions, for evidence that the notice to parent(s) proposing an IEP, placement, evaluation, or other actions contains all federally required elements and is maintained in the student record.  **\*Please note that when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request: a) List of student names and grade level for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of staff training, including an agenda, training materials, and signed attendance sheets, indicating name and role of staff by **September 26, 2014.**  Submit a description of the oversight system for monitoring the provision, completeness, and record maintenance of written notices, including the date of the system's implementation and the staff responsible for the oversight by **September 26, 2014**.  Please submit the results of the administrative review of student records. Indicate the number of records reviewed, the number found to be compliant, and an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the school to address any identified noncompliance. Please submit these results by **January 23, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 09/26/2014 | 01/23/2015 |  |  |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and staff interviews indicated that when parents revoke consent for special education services in writing, the district will promptly provide the parent with notice to discontinue services within a reasonable timeframe and attach a copy of the parent's procedural safeguards. Interviews verified that the district will not use mediation or request a due process hearing to obtain agreement or a ruling requiring the continuation of services, consistent with federal regulation.  At the time of the mid-cycle review, the district did not have any current records for revocation of consent. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided its special education student roster as requested by the Department. |

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Staff interviews and document review demonstrated that the district has established procedures to ensure translation of documents and oral interpretation in the primary language of the home if such primary language is other than English.  At the time of the mid-cycle review, the district did not have any records for special education students whose families required translations or interpretation. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records, document review and staff interviews demonstrated that while the district has procedures for monitoring students placed out-of-district, monitoring plans are incomplete, blank, or missing from records. | | | |
| **Department Order of Corrective Action:** | | | |
| Please complete the monitoring plans for individual students identified by the Department in the Student Record Issues Worksheet and reconvene the IEP Team for each student.    Please conduct a root cause analysis to explain why monitoring plans are not routinely completed for each student placed out-of-district. Upon identification of the cause(s), please indicate the corrective actions to address the issue(s) of incomplete monitoring plans.  Conduct an internal review of at least three out-of-district student records after all corrective actions have been implemented for evidence that monitoring plans are complete and placed in the students’ records.  **\*Please note when conducting internal monitoring the district must maintain the following documentation and make it available to the Department upon request a) List of student names and grade levels for the records reviewed; b) Date of the review;**  **c) Name of person(s) who conducted the review, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit copies of monitoring plans and evidence of monitoring completion for each student identified in the Student Record Issues Worksheet. This progress report is due **September 26, 2014.**  Submit the results of the district's root cause analysis, including the corrective actions and the associated timelines. This progress report is due **September 26, 2014.**  Submit the results of the review of student records. Indicate the number of student records reviewed and the number of student records in compliance. For all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **January 23, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/26/2014 | 01/23/2015 |  |  |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and interviews demonstrated that the district consistently provides professional development to general and special education staff in the areas of accommodating students with diverse learning needs and understanding diverse learning styles. This professional development is provided annually and includes general education and special education teachers as well as paraprofessionals. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews demonstrated that the district regularly evaluates its special education programs and services. |